INDIVIDUAL ASSESSMENT OF INTELLIGENCE
GAC/PSY 611
Evangel University
Spring 2009

Instructors: Anne Gardner, Ph.D. Office hours: Tuesday – 4:15 -5:45
Phone: 773-0634 (c)
Email: gardnera@evangel.edu

Nancy Shelton, M.S. Office hours: Tuesday – 5:00 – 6:00
Phone: 848-5859 (c) Please schedule an appointment with either
Email: sheltonn@evangel.edu instructor

COURSE DESCRIPTION
A unique facet of the field of psychology is intellectual assessment. In this course, students will define and investigate the nature of intelligence. Students will study the research, development and standardization of intelligence measures, and they will learn to critique major individual assessment tests. They will learn to apply legal and ethical standards to everyday practice. While being provide with experience with several current measures, students will master the administration of one measure of intelligence. Additional experience will be provided in the assessment of adaptive behavior, interviewing and writing reports.

REQUIRED TEXTBOOKS


REQUIRED EQUIPMENT
Stopwatch, clipboard, #2 pencils without erasers, pencil w/eraser for examiner

OBJECTIVES
The student who successfully completes this course will be able to:

- Accurately discuss the research, development & standardization of current intelligence measures
- Consider student’s/client’s age, developmental level, suspected concerns, and referral question to determine the appropriate intelligence measures to administer
- Demonstrate skill in administration, scoring and interpretation of intellectual measurement for adults and/or children.
- Show ability to integrate assessment data into oral and written reports.
- Critically discuss the concept of intelligence with sensitivity to issues of cultural diversity.
- Demonstrate knowledge of current legal issues surrounding the use of intelligence tests
- Demonstrate a thorough understanding of American Psychological Association, National Association of School Psychologists and/or American School Counselor’s Association ethical guidelines regarding assessment.
- Demonstrate knowledge of the role of adaptive behavior assessment in determining a correct diagnosis.

METHODS & PROCEDURES FOR ACHIEVING STATED OBJECTIVES

- Lectures
- selected textbook & article readings
- group discussions and group activities
- guest speakers
- in-class and out of class observation of intelligence test administration
- out-of-class administration assignments
- completion of exams
- completion of in-class administrations of selected subtests of intelligence measures

ACADEMIC HONESTY

Plagiarism, cheating or any other dishonest academic behaviors will be handled severely, resulting in failure of the assigned project as well as possibly the course, according to the University policy. Plagiarism is not tolerated and is easily avoided by giving credit to original authors. Students will follow APA format when using information obtained from a source other than their own.

GRADING GUIDELINES

90-100% of possible points = A 60-69% of possible points = D
80-89% of possible points = B 59% of possible points = F
70-79% of possible points = C

1. Students will be expected to complete 10 individually administered tests of intelligence. The student will administer a combination of WISC-IVs, and WAIS-IIIIs (to be determined by the student’s area of specialization). Administration of tests with volunteer subjects will be conducted outside of class hours. The student will attempt to use subjects from different age groups and equal numbers of males and females.

SUBJECTS: Students will be expected to locate their own examinees. An examinee may be tested more than once, but not with the same measure. Students are required to secure written permission from each subject or his/her parent or guardian. A Consent form for Students in Training to Complete
Psychological Assessment must be attached to each test protocol before turning in for credit.

**GRADING:** Administration numbers 1, 2, 3, 5, 6, 7 & 8 & 10 will be worth 50 points. The score for administration number 4 and number 9 will be doubled for a total of 600 points. (See scoring rubric provided by instructor.)

NOTE: Testing is for training purposes only and cannot be used for any other purpose. It would be considered unethical to disclose to parent or the subject the score or any other information obtained from these training administrations.

2. Students will compose increasingly comprehensive assessment reports integrating interview, observations, and interpretation of the intelligence measure. Reports associated with administrations 2, 3, 4, & 5/6 are worth 10 points. Reports for administration 7 & 8 are worth 15 while the integrated report on administration # 9/10 is worth 50 points.

**Late assignments will not be accepted unless approved specifically by the instructor.**

3. All students will participate in one observed administration of either a WISC-IV or a WAIS-III. This observation will be scheduled with either of the instructors outside of the regular class period. This observation will be worth 50 points.

4. There will be periodic quizzes and one final exam. The final exam will cover information from lectures, PowerPoint presentations, training videos, and course readings. The exam will be composed of multiple choice, short answers, and short essay questions.

5. Since each class will be at least half demonstration and practice, attendance and participation are imperative. Each class will be worth 10 points. The student who receives all possible points will bring both texts and test kits to every class, will demonstrate active engagement in class activities and will have clearly prepared for class. The student who demonstrates professional behavior relative to checking out, sharing, and returning tests kits promptly so they can be used by other class members will also receive participation points. Few in-class activities can be made up. Except in very unusual circumstances, such as hospitalization or a traumatic event, there are no excused absences.

6. To assure the most productive use of instructional time the following activities will be scheduled before 6:00, during break or after class dismissal.
   - Test checkout
   - Obtaining protocols
   - Personal dilemmas regarding testing schedule or acquisition of subject
Individual Assessment of Intelligence Course Schedule
Note: This schedule is tentative and is subject to change.

Week 1 - January 13, 2008
TOPICS: Review of syllabus, course overview
         Introduction to the assessment of intelligence
         Preparing the response booklet
         Recording & Scoring Conventions
ACTIVITIES: Video/Demonstration/Practice administration of Wechsler scales
            Development of a Recording Responses Cue sheet
PREPARATION: NONE

Week 2 - January 20, 2008
TOPICS: Beginning the assessment session: Set-up, Rapport, observations
         Computing chronological age       Determining start points
         Standardized procedure
         Completing the protocol & scoring responses
ACTIVITIES: Video/Demonstration/Practice of Wechsler scales
            Write script of rapport building introduction (+10)
PREPARATION: Flanagan & Kaufman: Chapter 2
WAIS/WISC Administration manual – students should be prepared to accurately demonstrate all subtests
            Sattler: Chapter 2 – pages 38 – 50 only
            Sattler: Chapter 6

Week 3 - January 27, 2008  Students will bring 1 completed but not scored administration
TOPICS: Statistical & Measurement Concepts: Norming sample, reliability, validity
         Scoring the Wechsler Scales: Raw Scores, standard scores, percentiles
         confidence intervals
ACTIVITIES: Scoring exercises
            Scoring of administered assessment
PREPARATION: Sattler: Chapter 4 (pgs 86-127)
            Flanagan & Kaufman: Chapter 3 (pgs.96-120)

Week 4 - February 3, 2008  Administration #1 due
TOPICS: What is intelligence?                    History of intelligence
         Choosing the appropriate instrument
ACTIVITIES: Demonstration/Practice of Wechsler scales
            Scoring conventions exercise
PREPARATION: Sattler: Chapter 7 (pgs 215-244) It is ok to skim the theories EXCEPT for Catell and Horn. The eight second order abilities are important.
            Flanagan & Kaufman/: Chapter 1 (pgs. 1-44)
Administration manual – students should be prepared to accurately demonstrate all subtests

Week 5 - February 10, 2008
TOPICS: Ethics in assessment
ACTIVITIES: Case studies in ethics activity (+35)
Scoring and proofing exercises
PREPARATION: Sattler: Chapter 3 (pgs 55-65)
Ethical Standards of the American Psychological Association
National Association of School Psychologist’s Principles for Professional Ethics
American School Counselor’s Association Ethical Standards for School Counselors

Week 6 - February 17, 2008 - Administration #2 due + Report requirements 1, 2 & 5
TOPICS: Legal Issues in Assessment
ACTIVITIES: WISC-IV/WAIS-III administration of timed items/scoring practice
Students must bring stopwatches & clipboards for observation
Introduction to report writing
PREPARATION Sattler: Chapter 3 (pgs 65-70)

Week 7 - February 24, 2008
TOPICS: Interviewing to obtain background information
ACTIVITIES: Mock interviews
PREPARATION: Provided by instructor.

March 3, 2008 ñ Have a restful spring break!!!

Week 8 - March 10, 2008 ñ Administration # 3 due + Report requirements 1, 2 & 5
TOPICS: Interpretation of the Wechsler scales
ACTIVITIES: Interpretation activity
Writing the summary
PREPARATION: Flanagan & Kaufman: Chapter 4 (pgs.121-182)

Week 9 - March 17, 2008 ñ Administration #4 due + Report requirements 1, 2, 5, 6 & 7
TOPICS: Clinical applications of the Wechsler Scales
Mental retardation and adaptive behavior
Learning disabilities and other conditions
ACTIVITIES: Case studies
PREPARATION: Flanagan & Kaufman: Chapter 6 (pgs 175-202)
Student should bring one article relative to the clinical application of the Wechsler Scales to a specific clinical population the student is likely to encounter in his/her profession. The student should be prepared to discuss this article in class.
Week 10 - March 24, 2008  
*Administrations #5 & #6 due + Report requirements 1, 2, 5, 6 & 7 for 1 administration only*

Week 11 - March 31, 2008  
**TOPICS:** Current issues in the use of intelligence tests  
Scoring/administration/Interpretation (con't)  
**ACTIVITIES:** Practice administration and scoring  
**PREPARATION:** Sattler: Chapter 6  

Student should bring one **research article** relative to the assessment of intelligence. The student should be prepared to discuss the findings of this research in class.

Week 12 - April 7, 2008  
*Administration #7 due + Report requirements 1, 2, 5, 6, 7 & 8*  
**TOPICS:** Assessment of intelligence with specialized measures  
Infant/toddler assessment  
Assessment for students with Autism

Week 13 - April 14, 2008  
*Administration #8 due + Report requirements 1, 2, 5, 6, 7, 8, 9 & 10*  
**TOPICS:** Considering diversity in assessment  
**ACTIVITIES:** Video: “Portraits of the Children: Culturally Competent Assessment”  
Guest speaker: Nonverbal Assessment  
**PREPARATION:** Sattler: Chapter 5 (pgs 134 – 182)  
Sattler: Chapter 20 (pgs 657-675)

Week 14 - April 21, 2008  
*Administrations # 9 and #10 due + full report (requirements 1-13) for 1 administration*  
**TOPIC:** Additional Assessment measures  
Intelligence in neuropsychological assessment  
Administration of the Stanford-Binet IV  
**ACTIVITIES:** Guest speaker  
**PREPARATION:** Sattler: Chapter 16  
Sattler: Chapter 18

Week 15 - April 28, 2008  
*Final exam*  
One previously due administration can be turned in for full credit. This administration must be numbered to be graded.

Have a wonderful summer and best of luck if you are graduating!  
Dr. Gardner and Ms. Shelton
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment:</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3/09</td>
<td>Administration #1</td>
<td>/50</td>
</tr>
<tr>
<td></td>
<td>Permission form(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior &amp; Attitude Checklist</td>
<td></td>
</tr>
<tr>
<td>2/10/09</td>
<td>In-class ethics activity</td>
<td>/35</td>
</tr>
<tr>
<td>2/17/09</td>
<td>Administration #2</td>
<td>/50</td>
</tr>
<tr>
<td></td>
<td>Permission form(s)</td>
<td>/10</td>
</tr>
<tr>
<td></td>
<td>Behavior &amp; Attitude Checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report components 1, 2 &amp; 5</td>
<td></td>
</tr>
<tr>
<td>3/10/09</td>
<td>Administration #3</td>
<td>/50</td>
</tr>
<tr>
<td></td>
<td>Permission form(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior &amp; Attitude Checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report requirements 1, 2 &amp; 5</td>
<td></td>
</tr>
<tr>
<td>3/17/09</td>
<td>Administration #4</td>
<td>/50 x2</td>
</tr>
<tr>
<td></td>
<td>Permission form(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior &amp; Attitude Checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report requirement 1, 2, 5, &amp; 6</td>
<td></td>
</tr>
<tr>
<td>3/24/09</td>
<td>Administration #5 &amp; #6</td>
<td>/50</td>
</tr>
<tr>
<td></td>
<td>Permission form(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior &amp; Attitude Checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report requirements 1, 2, 5, 6 &amp; 7 for EITHER #5 OR #6</td>
<td></td>
</tr>
<tr>
<td>4/7/09</td>
<td>Administration #7</td>
<td>/50</td>
</tr>
<tr>
<td></td>
<td>Permission form(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior &amp; Attitude Checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report requirements 1, 2, 5, 6, 7 &amp; 8</td>
<td></td>
</tr>
<tr>
<td>4/14/09</td>
<td>Administration #8</td>
<td>/50</td>
</tr>
<tr>
<td></td>
<td>Permission form(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior &amp; Attitude Checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report requirements 1, 2, 5, 6, 7, 8, 9 &amp; 10</td>
<td></td>
</tr>
<tr>
<td>4/21/09</td>
<td>Administration #9 &amp; #10</td>
<td>/50 x2</td>
</tr>
<tr>
<td></td>
<td>Permission form(s)</td>
<td>/50</td>
</tr>
<tr>
<td></td>
<td>Behavior &amp; Attitude Checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Full report – requirements 1-13 for EITHER #9 OR #10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Administration observation</td>
<td>/50</td>
</tr>
</tbody>
</table>
Participation and attendance /150

/100

Final exam